

Schools of Promise - SIG Schools: indicators of success - *draft Dec. 13, 2010*

		Action Plan?	Fall - Winter 2010	Spring-Summer 2011	Fall-Winter 2011	Spring-Summer 2012
Action Plan Code: C = Completed ; A = Action Plan Developed ; N = No Plan Developed						
Readiness to Act						
	An OPI Transformation Leader and School Board Coach has been hired to assist the district with implementation of the SIG grant		X			
Administration						
DAP(1)(i)(A)	The Principal has been replaced, per req of the SIG guidelines (if necc)		X			
DAP (4)(i)(B)	A District Action Plan has been developed with participation from school administration, staff, board, community and SIG staff		X			
	Administration attends every District Leadership Team planning meeting		X	X	X	X
	All administrators participate in turnaround training & support			X	X	X
DAP (3)(i)(A)	School calendars are reworked to allow for more instructional hours		X		X	
School Board			X			
DAP (4)(i)(A)	School board policies and procedures have been reviewed		X			
	School board policies and procedures are updated if necessary to support district emphasis on school improvement		X	X	X	X
	School administration and the school board chair confers at least once a month to discuss upcoming board agenda		X	X	X	X
	All school boards set their strategic goals every May for the following year			X		X
	All school boards adopt their budget every August for the following year			X		X
Finance						
DAP (4)(i)(A)	School Administration and Clerk participate on monthly finance calls with OPI finance division staff to discuss SIG budgets, and supports to establish financial health		X	X	X	X
	A SIG-funded business clerk consultant visits every school and conducted an on-site analysis of the school's financial systems			X		X
	A SIG-funded business clerk consultant provides a report for every school regarding its school's financial systems & identify follow-up actions			X		X
Team Work						
	A team structure is officially established to develop shared leadership on data-driven policy decisions at the school			X		
	All District Leadership Team members attend SIG orientations, planning sessions, and statewide gatherings		X	X	X	X

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Readiness to Teach						
	An OPI Instructional Leader has been hired to assist the district with implementation of the SIG grant					
Comprehensive Instructional Reform Activities						
DAP (2)(i)(A)	The school implements core communication arts (reading) and math curricular programs and interventions		X			
	All teachers in communication arts (reading) and math receive introductory training on new programs		X			
	All teachers in communication arts (reading) and math receive ongoing training on new programs		X	X	X	X
DAP (3)(i)(A)	School schedules are reworked to allow for increased instructional time and new programs		X		X	
	All schools plan to take advantage of digital academy in 2011 - 2012			X	X	X
	All curriculum is aligned with the state standards		X	X	X	X
	Teachers submit weekly lesson plans based on standards based objectives and criteria for mastery			X	X	X
	Health Enhancement Advancement/training (include Health Enhance. Div)			X		
DAP (2)(ii)(A)	Curriculum is reviewed on a rotational basis				X	X
	Reading and writing strategies are implemented across content areas				X	
	All schools adopt a system for providing AP classes				X	
	Inquiry-based science curriculum is implemented				X	X
Professional Development						
DAP (1)(i)(D)	School schedules are reworked to allow for ongoing, job-embedded professional development		X	X	X	X
	All teachers receive ongoing training on instructional best practices		X	X	X	X
	All teachers are regularly supported in classroom instruction through feedback, coaching and collaboration		X	X	X	X
	All teachers and staff receive ongoing support on effective use of technology		X	X	X	X
	All teachers attend the fall MEA-MFT days for professional development		X		X	
	All teachers are offered opportunity to Take One!		X	X	X	X

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	All teachers receive additional instructional supports, such as differentiated instruction, Indian Education and Limited English Proficient				X	X
DAP (2)(ii)(B)	Response to Intervention is introduced in all schools				X	X
	Response to Intervention is fully developed in all schools					X
Team Work						
	All staff receive ongoing training and support on Professional Learning Communities		X	X	X	X
DAP (3)(i)(A) and (3)(ii)(B)	School schedules are reworked to allow for team planning and doing time		X		X	
	Administration and staff collaborate to facilitate PLCs		X	X	X	X
Student Data						
DAP (2)(i)(B)	Students are assessed for their proficiency in math and reading in the Fall		X		X	
	Students are placed in classes according to the results of assessment		X		X	
	Student data (attendance, discipline, at-risk behavior and other factors) is regularly collected and analyzed to identify additional supports to support educational attainment		X	X	X	X
	Students are regularly assessed in a variety of ways and instruction adjusted for individual student needs		X	X	X	X
	At-risk students are identified and interventions applied			X	X	X
Technology						
	A technology audit has been conducted at every school to assess connectivity and hardwire needs		X			
DAP (ii)(D)	Every school has developed a technology plan and resources are identified to increase technology proficiency		X			
	Every school has sufficient connectivity on-site			X	X	
	Every school has adequate and appropriate computer hardware to teach		X			
Teacher/Principal Evaluation & Incentives						
DAP (1)(i)(B)	The SOPPAS evaluation system is developed through a collaborative process with school administration, teachers, MEA-MFT & OPI		X			
	Third-party evaluators are identified & trained		X			

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	Third-party evaluators have completed one summative evaluation of every teacher by May 2011			X		
	Evaluations are regularly scheduled and completed according to a public calendar and incorporate SIG requirements				X	X
	A teacher incentive program is developed & piloted by Labor Mgt Team				X	X
Special Education						
	OPI special education division provides ongoing, job-embedded professional development to special education teachers		X	X	X	X
	All school teachers receive special education training on proper identification and referral			X		X
Paraprofessionals						
	Paraprofessionals' training and professional needs are identified			X		
	A plan is developed to provide paraprofessional training needs				X	
	Paraprofessionals' training and professional needs are being regularly met, according to a plan				X	X

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Readiness to Learn						
	An OPI Community Liaison has been hired to assist the district with implementation of the SIG grant and an MBI coach has assigned to each school					
Student Safety						
	Student and teacher attendance is regularly gathered and reviewed by administration and staff and reported to the Board		X	X	X	X
	Transitions between classes are safe, orderly and timely		X	X	X	X
	School policies are clearly communicated to staff, students and family regarding discipline, attendance, etc.		X	X	X	X
	The school has an up-to-date discipline policy that is understood & supported		X	X	X	X
Student Well-Being						
	MBI An MBI Team including administration, teachers, the school counselor, students, relevant school staff, OPI staff and others is formed		X			
DAP (3)(ii)(C)	The MBI Team meets regularly (twice a month or more)		X	X	X	X
	The MBI Team develops a plan and prioritizes activities					
	The MBI team seeks input of other teachers, staff and relevant community/Tribal partners to build capacity and improve school climate		X	X	X	X
	The Qualigia survey is administered and results examined by the MBI team			X		X
	Students participate in MBI Youth Days & staff in MBI Summer Institutes		X		X	
IERS - trauma	All staff receive introductory and on-going training on trauma, secondary trauma, and positive behavioral supports		X			
	All schools develop a plan for IERS to introduce Cognitive-Behavioral Interventions for Trauma in Schools, classroom curriculum and other supports			X		
	IERS introduces Cognitive-Behavioral Interventions for Trauma in Schools, classroom curriculum and other supports			X	X	X
health & mental health	OPI has reached out to relevant agencies (DPHHS, IHS, BIA, CSCT providers and others) about the SIG work		X			
DAP (3)(ii)(A)	Relevant agencies are increasing their collaboration with local schools to provide increased mental health services and suicide prevention			X	X	X
	All schools have access to telehealth for mental health services				X	X

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	OPI has secured other funding sources to increase mental health services and community coordination			X	X	X
Youth supports	An AmeriCorps planning grant is secured to develop options for bringing an AmeriCorps program into the school		X			
	Options for an AmeriCorps program are discussed with local school teams			X		
	An AmeriCorps program is an option in communities				X	X
	Boys and Girls Clubs, colleges and other local agencies are working with the schools to provide afterschool mentorships, afterschool & club support				X	X
	A VISTA volunteer is hired to work with the schools and CL's to develop programming			X		
	An OPI afterschool mini-grant program provides opportunities for teachers to develop programs			X		
	All schools make available Jobs for Montana Graduates classes			X		X
DAP (3)(ii)(B)	Mentoring programs provide students with access to safe, supportive adults every week				X	X
	Summer Institutes are offered for academic & cultural activities			X		X
Family and Community Engagement						
DAP (3)(i)(B)	OPI holds community meetings to discuss SIG process		X	X	X	X
DAP (3)(11)(A)	Community liaisons regularly attend meetings, including MBI, school teams, school board and community meetings & create a resource calendar		X	X	X	X
	Community liaisons utilize strategies of the National Home Visiting Project and Solid Foundations		X	X		
	The school regularly communicates with parents about its expectations of them and the importance of the reinforcing education at the home			X	X	X
	Community liaisons work with students and school to produce a monthly community newsletter		X	X	X	X
	Parents and students receive practical guidance to establish a quiet place for students studying at home and consistent discipline for studying at home			X	X	X
	Office and support staff are trained to make the school a welcoming place for parents and community				X	X

